pretive facilities with a discussion of future plans. Early the second afternoon, the team presented a public program, a panel discussion on the latest scholarship on Antietam and the Civil War, providing their individual perspective on the park's significance. The final activity for the visit was the "close out" session with the park staff. In many ways, this was the most exciting part of the review. The Park Superintendent, Chief of Interpretation, and Lead Interpretive Ranger and the three team members locked themselves in an office and spent the next two hours in an incredible, high energy, brainstorming session on the park—its past, present, and most importantly, its future. Concrete recommendations were presented on park themes, interpretive facilities, programs, all aspects of the educational experience at Antietam Battlefield.

Lessons Learned and Recommendations

- Timing is everything. One of the reasons this visit is seen as being so useful was the timing of the review. The park's Interpretive Prospectus or Plan was just completed in draft. The team had an opportunity to comment on the plan, before implementation, providing valuable insight and refinement.
- Have a prepared schedule/itinerary, but be flexible. Allow for discussion and creativity to follow its own course. Be sure to schedule non-activity time for the team members to work together.
- Provide as much material as possible to the team in advance. For example: Interpretive Plans, handouts, Statement for Interpretation, brochures, bookstore list, etc.
- Try to schedule the visit during primary interpretive season to provide opportunity to see the widest variety of programming.

The staff at Antietam National Battlefield hopes that all the parks in the Service would take the time to pursue such a rewarding experience.

Keith Snyder is the Lead Park Ranger and volunteer coordinator at Antietam National Battlefield. He has worked for the National Park Service for 11 years at four different park sites.

For more information about this program, contact Chief Historian Dwight Pitcaithley at 202-343-8167 or dwight_pitcaithley@nps.gov, or mailing address.

David Pinyerd

Education at the Pete French Round Barn

The fully restored former corral entrance, Pete French Round Barn, 1995.

The University of Oregon held its first preservation field school last summer. And according to participant, faculty, and community response, it appears to have been a successful one. The site chosen for the field school was the Pete French Round Barn, located in Oregon's southeastern high desert region. The barn's selection was based on a combination of the structure's need for restoration, its historical and architectural significance, available funds to do the work, and the State Historic Preservation Office's strong desire to assist in preservation education while restoring a state-owned property.

Every field school needs a mission and ours was to provide hands-on training in masonry and wood restoration. The Historic Preservation program at the University of Oregon has always focused on the technical aspects of preservation, and from the beginning we felt the field school should also emphasize this philosophy. We broke the field school up into two sessions, each two weeks long. The first session was masonry and wood technology, focusing on the restoration of the round barn. The second session was historic site issues, emphasizing the places, landscapes, and spaces of the high desert region of Oregon.

Lisa Sasser, Assistant Chief Historical Architect for the National Park Service, came out from Washington, DC, to teach the hands-on masonry portion of the first session. John Platz of

the USDA Forest Service and his restoration team taught wood technology during the second half of the first session. The round barn contains a basalt stone corral 60' in diameter inside of a wooden umbrella-like structure 100' in diameter. The structure was built by cattleman Pete French in 1883 as an indoor corral to break horses during the bitterly cold winter months in Harney County. Over the course of its 110-year life, the round barn had been subjected to periodic inundation, sometimes sitting in water for years. A high water mark had imprinted itself at the 3' level around the entire structure. The water in turn had damaged the juniper posts that support the roof at grade and washed out significant amounts of the original mud mortar used in the basalt wall.

The job of the field school participants was to repoint the stone structure in kind and to restore or replace damaged portions of the wood structure. During the first week we restored the basalt wall by prepping the surface, mixing the mud, and pointing the joints. Also involved was the replacement of dozens of stones that had come loose from the wall and had either fallen below their original location or disappeared. Being several feet thick, the stone wall was for the most part quite stable. However, the wall had become the home to many generations of wood rats who had weakened the wall by burrowing tunnels through the mortar and actually removing small stones. This made the repointing job more involved as it gave us the task of cutting basalt stone to fit the voids. Basalt doesn't have bedding planes so cutting basalt is more of a shatter-the-rock-and-hope-something-will-fit sort of procedure. The wood rats themselves made the job more exciting by making unannounced appearances. We ended up restoring the entire wall both on the interior and the exterior in just over a week.

John Platz, USFS, describes how to find the center of an irregular log.

Over half of the juniper posts were rotted at grade. They had originally been placed in the ground about 2' deep and backfilled. Juniper is an extremely hard wood but 110 years had taken its toll. Before the field school began, John Platz's team had raised the roof of the barn several inches, sawed off the rotten ends of the juniper posts at grade, poured concrete bases, inserted drift pins, and soaked the ends in linseed preservative. The team then set the posts back down on the new concrete, concealed at grade. He had saved several of the exterior posts for the field school students and we proceeded to evaluate the posts by excavating the post bases, visually and aurally inspecting the posts, and then drilling core samples. On the rotted post bases, we followed Platz's method of repair, but on a smaller scale since we were only lifting the edge of the roof. Platz also assigned the students the exposed north side of the building which never did have any sheathing. Here, the posts were decayed and had themselves been replacement posts for the originals. The students were put in charge of replacing the seven exposed posts with new juniper posts, stripping their bark, and placing them directly into the ground as was done originally. We also worked on restoring the board and batten exterior and replacing the two 6"x22"x10' door thresholds that had almost completely deteriorated.

For the second session we focused on the history of the region by touring extensively and learning directly from the people who lived there, observing how they worked and how they modified the landscape to suit their needs. Touring in Harney County is quite an ordeal. It's the largest county in the U.S.; you could fit all of New Jersey and Delaware into Harney County and still have room for most of Rhode Island, yet it has only 7,000 residents. We lucked out with only four flat tires, we didn't get shot at, and we received some excellent tours. Unforgettable experiences, such as wandering through a 3,000' lava tube used by the local Masonic Order as an annual meeting place and driving into a 3/4-mile-long lumber drying shed while it was being demolished.

For the second week of the second session, David Brauner from Oregon State University came out to teach an introduction to historical archeology. We anticipated finding an extensive historic artifact scatter, but instead found relatively little.

What we did find, however, were prehistoric artifacts. We found flakes from stone blade production, a single projectile point, and a mono and metate. The mono and metate are two stone tools, consisting of a round pestle (mono) and concave mortar (metate), used to grind grain. They were found about a foot deep, laying upright on top of each other, ready to be used.

The Cape Blanco Lighthouse (1870), site of the 1996 summer field school.

Through feedback from the participants we found that the chance to work hands-on with some very knowledgeable and important people in the field of preservation was the most rewarding aspect of the field school. Also important was the opportunity to visit a way of life most of us had not been exposed to: the cattle culture of Harney County. We were allowed to visit sites most people never see and talk with people who had lived their whole lives in the region. We also had the opportunity to interact with the public at the barn. The round barn, albeit off the beaten track, is one of the most popular tourist destinations in Harney County. We had a fairly constant stream of visitors who got to see first hand what a restoration project is all about. The open nature of the barn and the work we were doing allowed visitors to get right up to the task at hand and ask questions of the students.

From the outset, it was decided that the field school should be held at a new site in a new region every summer. By moving the field school around the Pacific Northwest, we hope to present different site and material issues every summer and to spread the preservation ethic throughout the region by restoring structures in various communities. Last summer was the high desert of Southeastern Oregon. This summer we will be based at Port Orford on the southern coast of Oregon from June 24-August 3. Three sessions, each two weeks long, will teach wood and masonry restoration, historical archeology, wood reconstruction, site and use planning, site interpretation, and cemetery survey. These topics will be presented through a combination of hands-on experience, lectures, field trips, and studio work.

In the first session we will use the Port Orford Life-Saving Station (1935) as a case study. The principal projects will be the development of a Use Study for the life-saving station and performing an archeological investigation at the Hughes House in preparation for the second session. The second session will be primarily hands-on using the Hughes House (1898) as the vehicle. The main goals will be exterior restoration work on the Hughes House (principally repairing the north porch roof and recreating ridge line detailing), reconstructing its ornate fence, and surveying the family cemetery. The third session will focus on the Cape Blanco Lighthouse (1870), the oldest continually operated lighthouse in Oregon. The projects during this session will be restoration work on the interior and exterior, producing a professional assessment of the current condition and needs of the lighthouse, creating a Use Study for the Cape Blanco Headlands, and locating the remains of the Mary, Star of the Sea Catholic Church.

Due to the success of last year's field school, we have attracted a wide variety of excellent faculty members from throughout the region. David Brauner, Don Peting, John Platz, Leland Roth, and Lisa Sasser will return as principal faculty members. To their ranks we have added Philip Dole, professor emeritus of architecture at UO and expert in the settlement-era architecture of Oregon; Henry Kunowski, project manager at the State Historic Preservation Office; Robert Melnick, dean of the UO School of Architecture and Allied Arts and authority on cultural landscape preservation; and Dennis Wiley, site interpretation coordinator at Oregon State Parks.

If you are interested in attending our summer field school, respond quickly as space is limited. For further information, please contact: Historic Preservation Program, School of Architecture and Allied Arts, 5233 University of Oregon, Eugene, Oregon 97403-5233. Telephone: 541-346-2077. Fax: 541-346-3626; email: jdfoster@aaa.uoregon.edu.

David Pinyerd is presently working on his thesis at the University of Oregon while coordinating the 1996 Historic Preservation Field School. An article describing the Pete French Round Barn project was featured in CRM, *Vol. 18, No. 5, "The University as Partner."*

Photos by the author.